



## **ISG YOUTH TRANSITION COMMITTEE**

**May 8, 2006**

### **BRAINSTORMING NOTES**

#### **MAIN ISSUES**

- \*Transportation
- \*Housing-Homelessness-Transitional Living (Home-based transitional housing) (Tumbleweed)
- \*Employment
- \*Education
- \*Mental Health/Public Health Issues
- \*Substance Abuse
- \*Attitudes/Acceptances
- \*Mentoring
- \*Training/Programs

#### **BARRIERS**

- \*Education    Access
- \*Suspended/expelled youth
- \*Alternative education may not be educational equivalent
- \*Voc Rehabs gets dollars from ADJC to finance FERPA barriers
- \*Quality – motivation/support – human compassion

#### **TRANSPORTATION**

- \*More services, more availability
- \*Dial A Ride, scheduling conflicts-should run like a Super Shuttle
  - Multi zones (eliminate zones) dead zones (no services)
  - Pony Express
  - ABIL (Arizona Bridge to Independent Living) Van
  - Maricopa County transportation services – disabilities
- \*What services are out there?

#### **IEPs**

- \*IEP may be restrictive –too prescriptive
- \* Does the IEP separate/discriminations
- \* Student-led IEPs – are they real
- \*Document the disability, do schools look at IEP?, have advisors in Junior College college population for special needs
- \*More one on one support, in schools, in Behavioral Health through the IEP (form) – parents bring issue forth
- \*Fragmentation- may not get child/adolescent same info as child with IEP

#### **ACCOMMODATIONS – Education related**

- \*School – need assistance in notetaking and test taking
- \*Involvement of schools/families post secondary

POST SECONDARY EDUCATION

- \*Advisor should direct students to best teacher
- \*How is transition planned (varies by school) – GET DISTRICT INVOLVEMENT
- \*Incarcerated youth – long absences from school – transitioning issues
  - Fragmentation- may not get child/adolescent same info as child with IEP
- \*Language used by teachers and educational facilities – does it foster independence, humanity and respect?
- \*Do schools know what accommodations are required?
- \*Do they know how to implement?
- \*Is this community perception
  - Particular rural areas

CENTERS-PROGRAMSFAMILY INVOLVEMENT CENTER

- \*Has youth involvement – Adam Armstrong, Youth Advocate
- \*Child Family Teams - ValuOptions
- \*CPS-Young Adult Program
- \*Foster Care Programs – 18 to 21 yr olds – what do they have?
- \*State agencies

ADVOCACY

- \*Be visible and vocal
- \*Legislation – go to the capitol-get active
- \*Barriers to identify advocacy groups
  1. needs to gain trust
  2. need to take seriously
- \*How to inform
  - PSA – ADJC could take into facilities
  - “Racing to the Future” CD? Or video? -possible copy and distribution?
- \*How to provide education within systems/reduce differences
- \*Children/Youth Empowerment in a variety of settings
  - doctor’s offices
  - employment
  - school
- \*How to define best practices
- \*How to replicate best practices

AZ DEPT OF EDUCATION

- \*Initiative in department – Youth Empowerment
  - \*Did conference teaching students how to articulate needs
- \*Regulations-what are they?
- \*Students need to talk about and lead other teachers/students – mentors (youth and professional)
- \*Not all Spec Ed teachers have Sp Ed training –
- \*Laura Love
- \*School districts building community teams
- \*Dept of Ed – RFP for integration/transition not defined by school districts

MENTORING PROGRAMS

Vocational Programs – Vocational Rehabilitation

Maricopa Skills Center Program

EVIT

Career Success

\*Pull down match – 20/80 match on federal programs

EMPLOYMENT

\*Make more options available

-requirements of job

-promotional opportunities ARE THEY APPROPRIATE

\*ADA in workplace

\*get info from employers – are accommodations real

\*Employment opportunities/motivation for youth